

KINDERGARTEN

Children as Citizens: An Introduction to Social Studies

Standard K-5: The student will demonstrate an understanding of his or her surroundings.

K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G)

Taxonomy Level: A 1 Remember /Factual Knowledge

Previous/future knowledge: This is the students' first experience with locating places on a map. They will further this skill in first grade (1-2.1) when they identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. In second grade (2-2.1) students will learn to locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. They will expand this to the state in the third grade (3-1.1, 3-1.2) when they identify on a map the location and characteristics of significant physical features of South Carolina such as major cities; and climate regions, along with interpreting thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. In fourth grade (4-1.3) students will use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations. Students will enhance this knowledge in fifth grade (5-6.1) when they use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia.

It is essential for students to know basic map symbols for locations such as cities, schools, highways, streets, etc. Students need to be able to identify their school, neighborhood and home on a map.

It is not essential for students to identify locations beyond the students' immediate neighbor or community. Students do not need to be able to locate cities or states other than their own on a map.

Assessment guidelines:

Appropriate assessment requires students to *identify* the location of school, home, neighborhood, community, city/town, and state on a map; therefore, the primary focus of assessment should be to locate this information on a map. However, appropriate assessments should also require students to *recall* locations and to *identify* locations on a map.